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Next Age Leadership...



Effective Leadership: Now and in the Future*

Tomorrow's leaders will be challenged as never before. Across the Cooperative Extension System, the demands for—and on—leadership will be even more taxing in the decade ahead. Cooperative Extension is currently operating in a transition period—the System is diversifying; working on high priority, public issues; spreading wings over a much broader set of issue areas; and dealing daily in a highly complex technological environment.

New Leadership Attributes

For our decentralized System to survive and thrive, future Extension managers need several new leadership techniques. They must:

- **Learn operational styles that are more cooperative and collaborative and much less competitive.** Operation as a cohesive System, instead of 74 or 3,150 separate organizations, is essential.
- **Flatten the hierarchy.** The CES organizational structure is a national network with new technology linking teams across state and local boundaries.

The quick creation and disbanding of these teams is vital to accomplishing tasks across this network.

- **Strive for quality output.** The CES basic objective can no longer be winning over a competitor or maintaining the status quo. Top quality programs and results in the areas we carve out for ourselves will guarantee making a difference.
- **Trust both intuitive and rational problemsolving styles.** This means trusting your own "gut" and that of your colleagues. It means forming teams that build on the strengths of both intuitive and rational problemsolvers.

These leadership requisites come from Judy Rogers, Miami University, *Emerging Leadership Models: Implications for Public Policy Education*. Rogers points out that successful organizations will also be identified by other leadership attributes, such as lessened control, empathy, empowerment, high performance standards, collaboration, multiperspectives, and focus on the common good.

Leadership Values

Effective leadership also requires personal commitment and knowledge of shortcomings as well as abilities. To succeed as leaders, build on these values:

- **Be true to yourself.** Know and grow within the personality that is uniquely you. People vary in strengths, weaknesses, backgrounds, interests, values, temperaments, as well as their



Myron D. Johnsrud
Administrator, Extension Service, USDA

view of life and the world. The best leaders not only know themselves, they are also able to act forcefully and congruently with who they are.

- **See the big picture—and remain open to opportunities for expanding horizons.** New leadership development opportunities, such as NELD, offer new experiences, including international ones. It is not always easy to see with new eyes and develop the courage to act with broadened insights. Powerful experiences can change one's insights, words, and actions.
- **Take risks, but not of the daredevil variety.** Risktaking is a cornerstone of personal leadership philosophy.

(Continued on page 19.)

* Excerpted from the presentation delivered by Myron D. Johnsrud, Administrator, Extension Service, U.S. Department of Agriculture, at the first meeting of the National Extension Leadership Development (NELD) Program, June 13, 1991, Madison, WI.

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Creating Next Age Leadership

Global maps, redrawn just 3 months ago, are obsolete. Freedom and democracy are "in", communism "out." Today, globalization and free market economy are household words, as people and organizations worldwide struggle to adjust to a new world order.

On the national scene, accelerated technological advances and organizational downsizing are occurring simultaneously. Economic, social, and environmental issues are foremost on the American agenda; government and industry face changes on every front. These changes challenge public and private organizations alike: to be flexible, proactive, and visionary; to accomplish more with less!

"As educators, we are in the maelstrom", says Jerold W. Apps, Professor, University of Wisconsin and Coordinator, National Extension Leadership Development (NELD) Program. "We are in a river where the currents are flowing in several directions at the same time. We struggle to keep afloat when one moment we are pushed rapidly in one direction, and the next moment we are jerked in the opposite. Few of us know how to cope with these changes. Many of these changes are not part of our experience, and others challenge to the very core what we have long believed and stood for."

Apps continues, "For instance, if technological change does not relate to economic development, which in turn does not contribute to progress and improvement of the human condition, what are we about? What are we to make of our role as educators? What are we to make of the purpose for an organization such as Cooperative Extension?"

The Transnational Organization

Apps' view of the continual interaction between organizations and change is supported far beyond the academic and public service community.

"The ideal organization is one that thinks globally, but acts locally as conditions dictate," say Barlett and Ghoshal in their recent book, *Managing Across Borders*. Called transnational, these organizations share a worldwide vision while marketing programs and services to the specialized needs of widely dispersed clients.

Tomorrow's leaders, "need to be capable of managing highly decentralized transnational organizations that mix a ragbag of product strategies, cultures, and consumer or client needs," emphasize Barlett and Ghoshal.

NELD—Extension's Next Age Model

Apps defines this evolutionary process of training tomorrow's leaders today as *Next Age Leadership Development*. "How we lead will constantly change to reflect the needs of society," Apps emphasizes. "People participating in this type of leadership development become transformed in the process. Next Age leaders come to view their lives—and their organization—differently. They acquire the self-confidence necessary to evoke change in themselves and their organizations."

Next Age leaders share several characteristics believes Apps. These characteristics are emphasized in all four phases of the NELD program: (See article page 6).

- Creating and communicating a vision.
- Understanding the need to set and achieve short-term goals.
- Building bridges among people and ideas.
- Challenging ideas, structures, assumptions, and beliefs.
- Embracing ambiguity, applauding serendipity, and encouraging artistry.

"Extension's NELD interns are developing a philosophy of leadership to deal with controversial issues...to build links to outside resources and people," emphasizes Apps. "They are searching deep within themselves as a foundation for moving into a constantly volatile environment."

Visionary Leadership

"Visionary leadership impacts the Cooperative Extension System's ability to meet new and emerging needs," says Patrick G. Boyle, Chancellor of the University of Wisconsin-Extension, where the NELD program is located. Boyle cites recent organizational changes in the System as the impetus for this focus on proactive leadership. "Strategic planning, issues programming, a new mission and vision—all are merging to create a new environment for Extension's national educational network to flourish and grow," he says.

Future CES leaders must possess strong abilities "to organize the human, technological, and fiscal resources of the land-grant system," Boyle believes. "Visionary leadership is critical to setting priorities, meeting the needs of culturally diverse clientele, linking and collaborating with public and private agencies, and communicating to multiple audiences."

administrators and land-grant leaders need to learn a broad new range of specialized competencies and abilities," says Boyle.

Apps agrees, "In next age leadership, at one time or another everyone is a leader and everyone is a follower." Shoring leadership, he believes, means developing a shared control—"a feeling on the part of

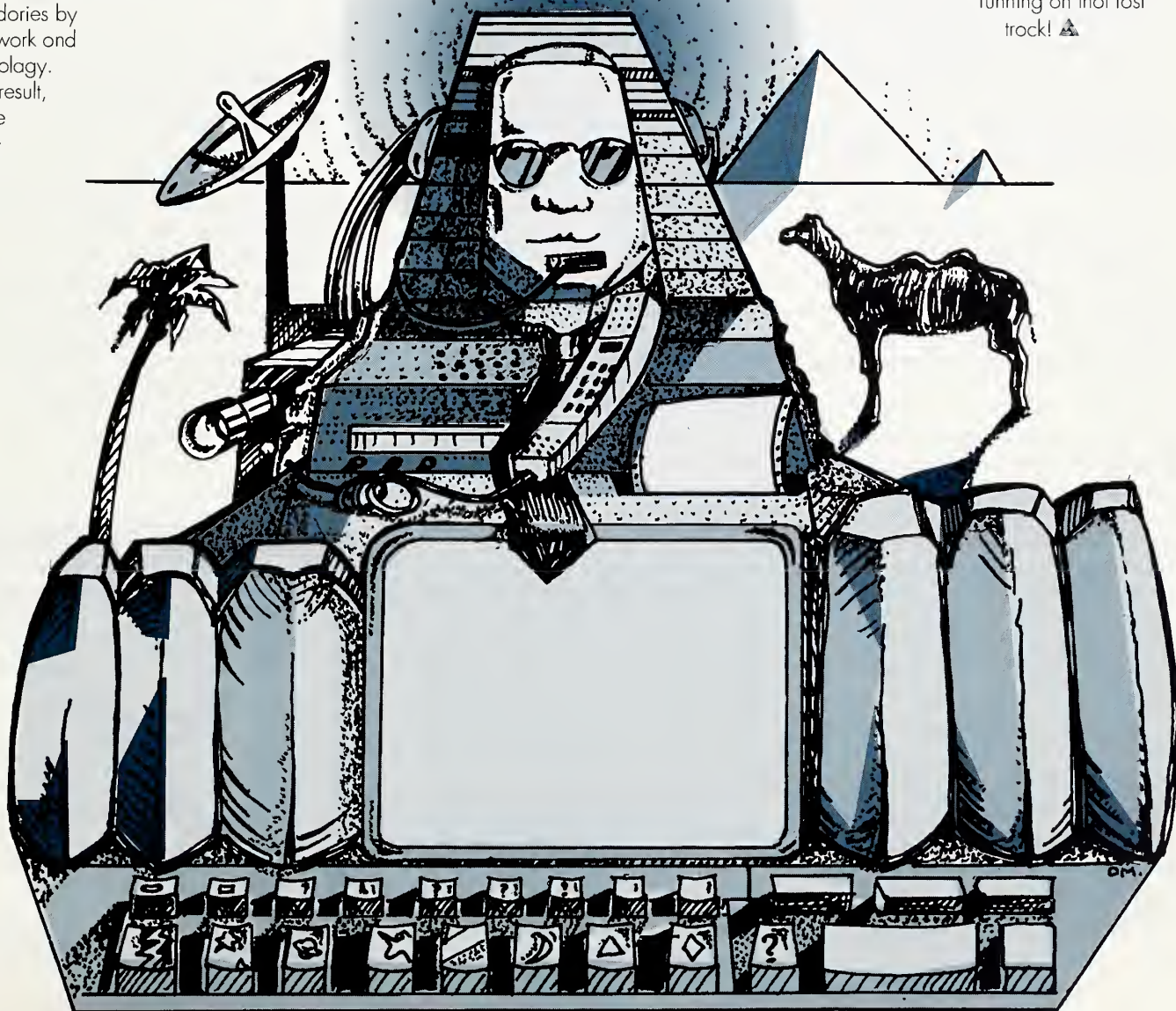
many that they are realistically contributing to the direction the organization is taking." Shared control is only one of the different skills future Extension leaders will need in their portfolio.

Charles Hondy, a respected British management guru, shores this belief with Apps and Boyle. He refers to this different-type portfolio of leadership skills—as preparation for tomorrow's "horizontal fast track."

Horizontal Fast Track

Yesterday's vertical hierarchy is slowly evolving into a flatter CES organization, networked across state and local boundaries by teamwork and technology. As a result, "future Extension

With guidance and direction from Apps and Boyle, Extension's Next Age leadership—and NELD—are off and running on that fast track! 🐪



NELD: Forward into the Future

The National Extension Leadership Development Program, or NELD, is a prime example of what can happen when people clearly define their vision and work with others to accomplish it.

Extension and industry leaders cooperated on developing and nurturing NELD from concept to fruition. Key players in this effort, begun in 1988, were: Patrick J. Borich, Dean and Director, University of Minnesota Extension Service, then Chair of the Extension Committee on Organization and Policy (ECOP); Patrick Boyle, Chancellor, and Director, University of Wisconsin Extension Service and; Norm Brown and Dan E. Moore, President, and Vice President-Programs, respectively, of the W. K. Kellogg Foundation.

From the beginning, Boyle stressed the need for a strong linkage between NELD and the new priorities of the Cooperative Extension System: "NELD will prepare our System leadership to be proactive and anticipatory—to deal daily with the drastic changes in society."

Dan Moore, W. K. Kellogg Foundation, believes NELD offers emerging leaders new opportunities and options: "The program provides people already calling the signals with two things. First, the space to exercise their abilities, and through that process to learn, establish new contacts, and make personal career decisions. Secondly, and perhaps as important, it validates them in the eyes of their organizations and peers."

PODC Involvement

In the fall of 1989, ECOP's newly organized Personnel and Organizational Development Committee (PODC) met in Calarada for the first time. "Our number one priority" said PODC member Ranald E. Leal, Extension Director, Orange County, New York, "was a leadership development

program at the notional level. PODC saw an internship track for leaders, national workshops for middle managers, and a series of conferences/seminars for land-grant university presidents and Extension directors/administrators as a high-System need."

Fruitful Collaboration

ECOP reviewed the PODC leadership development agenda, and, in May 1990, through the collaboration of Borich and Boyle, made a proposal to Brown and Moore at the W. K. Kellogg Foundation for establishment of a National Extension leadership development program.

"NELD, the program Kellogg ultimately agreed to jointly sponsor with CES, had multiple purposes," said Borich. It enhanced the pool of those who would guide Cooperative Extension into the 21st Century — while empowering them with courage and commitment. In our eyes, Kellogg's investment indicated their willingness to be involved in Extension's future."

In June 1991, the W. K. Kellogg Foundation funded \$2.3 million for NELD to be matched by \$6 million of state CES funds over a 3-year period.

Neld In Action

NELD is based at the University of Wisconsin-Madison, Extension. Jerold W. Apps, Professor, Adult Continuing Education, and a nationally known expert in that field, is National Coordinator for the program.

NELD offers a four-pronged approach to developing Extension leadership:

- Providing Extension leaders and administrators at all levels with the vision, courage, and tools to deal with the rapidly changing social, political, economic, and environmental climate.
- Helping current and future Extension leaders examine Extension's organizational, discipline, and programming structures so that future programs, resources, and methods are designed to meet new and emerging needs.
- Inspiring greater support, collaboration, and priority for the Extension function among top administrative leaders of the total land-grant university system.
- Enhancing the current and future leadership capabilities of CES at the federal, state and county levels.



Intern Seminars

Bayle and Apps describe the Intern Leadership Seminars as the foundation of NELD. This component is involving 70 interns—several from outside Extension—in an intensive, creative experience including seminars, individual leadership projects, and personal learning plans.

Every intern will work with an advisor throughout their up-to-three-year study program. Several of these advisors came from business and industry—a continuing of the strong public/private partnership and support for this program.

Ten interns began their NELD experience as Class I in June 1991. (See article page 10.) Class II began in December 1991 with 29 interns. Recruitment for Class III is currently underway. Application deadline is August 3, 1992—31 slots are available. Class III will begin their work in December 1992.

Each intern class will participate in four growth and learning seminars. Themes for these seminars, where interns will learn through interaction with presenters, NELD staff and advisors, and each other, are:

- Developing a personal working philosophy of leadership,
- Understanding organizational development and renewal,
- Experiencing diversity, and
- Gaining an international perspective.

Director's/ Administrator's Workshops

The first of several NELD National Workshops for Extension Directors, Administrators and Associate Directors/Administrators is

scheduled for Spring and Fall 1992. Participants will have opportunities to:

- Critically share leadership experiences and expertise,
- Examine new and emerging ideas about leadership,
- Identify future organizational needs and leadership challenges, and
- Work on solving a practical leadership case study.

The Spring Workshop will be held in Stowe, Vermont; the Fall Workshop is scheduled for Olive Branch, Mississippi.

In addition, a national satellite videoconference, also slated for Fall 1992, will further introduce the land-grant university system and cooperators to the NELD program, its concept, staff, and participants.

National Conferences

The strategy planning committee for national conferences to rediscover "the land-grant mandate to meet public and private sector needs" met last fall with Wayne Schutjer, The Pennsylvania State University, as chair.

This committee will involve presidents, regents and trustees of land-grant universities, plus top industry CEO's, national social service leaders, trade association representatives, and governmental leaders in the planning for these conferences. The first conference is scheduled for February or March 1993.

Regional Programming

Regional programs for emerging leaders are up and running (See article page 14.) The first of these in the North Central Region began in January 1992. Gail Skinner, Associate Director, Extension, University of

Minnesota, is advisor for this emerging leadership program, which includes a series of 3-day seminars over an 18-month period. Participants will develop projects, similar to those of the NELD interns, at their home institutions. Other regions are beginning to plan their leadership programs as well.

NELD'S Future

The newly organized NELD Long Range Planning Committee is developing a series of recommendations concerning the future of NELD beyond W.K. Kellogg Foundation funding. Again, the private sector is actively involved in NELD's future direction. Charles Elk, Texas Electric, chairs this committee in addition to his membership on NELD's Advisory Committee.

That future, based on NELD's exciting, action-packed first year, should be bright—and full of promise! ▲

Private Sector Leadership: A Force for Change

What is a leader? How does a leader differ from a manager?

Only in recent years have observers of American business begun to make a distinction between **leadership** and **management**.

Management is a short-range function that brings order and consistency to an operation, says John P. Kotter, of the Harvard Business School. Leadership, on the other hand, is a long-range process that produces movement.

In his book, *A Force for Change: How Leadership Differs From Management*, Kotter explains that management is based on:

- Planning and budgeting,
- Organizing and staffing, and
- Controlling and problemsolving.

Leadership, he says, involves:

- Establishing direction,
- Aligning people, and
- Motivating and inspiring.

The two must work together, Kotter says. "Leadership by itself never keeps an organization on time and on budget year after year. And management by itself never creates significant useful change."

Why has the concept of leadership only recently emerged as a recognized factor in business success? Kotter says that the favorable economic climate after World War II allowed such a degree of stability that most firms didn't need much leadership. But the economic and technological upheavals—beginning in the 1970's—

meant that major changes were necessary for survival. Major changes demand strong leadership to accompany strong management. In fact, Kotter says, "The promise of major change for the better is at the very heart of what leadership is all about."

Developing Leaders

Vision . . . values . . . collaboration . . . networking. . . managing diversity—concepts such as these form the core of Cooperative Extension's leadership training. Not surprisingly, American business focuses on these same basic concepts to cultivate the leaders it needs in today's changing economic climate and increasingly global environment.

And, the private sector echoes Extension's realization that such leadership development is a matter of highest priority. A recent survey shows that more than 60 percent of the Nation's largest companies offer their employees training in leadership development.

The survey, by the American Society for Training and Development (ASTD), is based on 239 responses from a panel of 400 human resource development executives at Fortune 500 and large private companies. Only 18 percent of the respondents said leadership development is not a priority in their company. Most indicated that it is increasing in importance.

A broader survey by the same group revealed that industry's commitment to all sorts of training has not been dampened by the recession. Although 54 percent of the large U.S. companies surveyed had laid off

workers, only 20 percent had cut back on training.

"Chief executive officers are recognizing they have to invest in the training and development of their employees so their organizations can become more competitive," says ASTD Executive Vice President Curtis Plott.

Leadership Values

Training Resources Group, Inc., (TRG) a Virginia consulting firm that provides leadership training to industry, bases its courses on such concepts as vision, values, collaborative work, and managing diversity. All of these, says a TRG trainer, are basically aspects of "how to work better with other people."

Edward Holt, of the University of Pennsylvania's Wharton School, commented on the qualities of leaders in a recent issue of *Notion's Business*. He believes that today's companies require leaders who not only are risk takers and visionaries but also are "strong enough people that they're capable of hearing the ideas of others and really empowering them to use some of those ideas in changing businesses and in making them successful."

Other important leadership qualities are mentioned frequently by those involved in leadership training for industry:

- Relationship-building skills,
- Ability to build networks,
- Ability to listen well,
- Ability to resolve conflict,
- Ability to get people to work together,

- Innovative and strategic thinking,
- Concern for people,
- Interpersonal skills,
- Intuitive management,
- Creative problem-solving,
- Ability to motivate and inspire.

Businesses clearly have given some thought to what types of people they need to lead them into the future—67 percent of the executives in the ASTD survey reported that their companies have a set of recognized leadership values, and half said those values are defined in writing.

Leadership at All Levels

Leadership training in the private sector appears to be provided most often for middle managers and supervisors. But many companies offer it to all levels of employees, including nonsupervisory workers. Among the companies in the ASTD survey who offer leadership training, 93 percent offered it to middle management, 66 percent to top management, 48 percent to executives, 79 percent to supervisors, and 33 percent to nonsupervisors.

"This demonstrates how important leadership skills are becoming as the structure of the American corporation changes," says Platt. "It demonstrates an important trend toward decentralization, with increasing employee involvement and autonomy."

Training Delivery

Most leadership development programs are designed and presented by training departments within corporations, the ASTD survey found. Outside vendors and consultants designed and offered a little less than 25 percent of the training, and a few companies relied on off-the-shelf programs and university programs.



Although 85 percent of the training took place in a classroom setting, some companies accomplished part or all of their leadership development with other methods—self-paced training, job rotation, mentoring, and special assignments.

In his book *The Leadership Factor*, Harvard's John Kotter looked at the leadership development practices of 15 businesses recognized as having better-than-average management. These firms were found to have no big "secrets to success", but they did many small things differently from the norm.

While all 15 firms relied heavily on formal training, none used it as a substitute for experience. They all used other developmental opportunities—such as foreign assignments and job rotation—more systematically than most other businesses do.

Plans for the Future

Respondents to the ASTD survey said that they expect leadership development training to cover several areas over the next 3 years:

- **Competencies** — Basic leadership skills, including management style, presentation skills, analysis and planning,

interpersonal and communication skills, and mentoring and coaching techniques.

- **Teams** — The importance of teamwork, self-directed work teams, resolving team conflicts, negotiating with organizational teams, and cooperation.
- **Quality**
- **Organizational Issues** — Employee empowerment, training employees, reducing turnover, job rotations, succession planning, strategic planning, and business ethics and practices.
- **Globalization** — Leading a culturally diverse workforce; global market strategies.
- **Visioning** — Establishing and communicating a vision of the company or work unit; revising work processes around corporate philosophy.
- **Change** — Managing change in the workplace, as well as being a catalyst for change.
- **Technical Skills** — Including a working knowledge of products and services in the industry. 🏠

Modern Day Extension Pioneers

The world is their classroom; its leaders their teachers!

This Spring, these modern-day Extension pioneers traveled to Selma, Alabama, to live and work with leaders of the American Civil Rights Movement. While retracing the steps of the freedom march, they delved into the complexities and challenges of the movement's leadership and accomplishments.

Next, they journey to Brussels and the Netherlands to confer with major players in the European Community. There they will explore the cultural, political, social, and economic issues shaping the future of the global village.

These 21st Century explorers—ten outstanding women and men—are the Extension System's first NELD interns. They are preparing to be "Next Age Leaders"—to navigate the future route of a national educational system operating in a constantly changing, volatile environment.

While they live and learn from the world around them, these NELD participants are also searching inward—to discover the values and core beliefs needed to become and remain visionary leaders.

Agenda for Change

"Next Age Leaders will be Extension administrators who function more cooperatively, both within and outside a particular Cooperative Extension Service," said Dr. Patrick Borich, Director, Minnesota Extension Service. "These leaders need to be individuals who know who they are, who know what their organization is and could be, and who are willing to risk their careers to achieve that vision."

As J. C. Shaver, NELD intern and Regional Director, University Extension, University of Missouri, explained, it's important to show leadership qualities among your peers. "I like to challenge my people to the next

higher level, to look ahead 3 to 5 years from now, versus looking just at the immediate," he said. "Through the NELD program, Shaver continued, "I am involved in conceptualizing next age leadership while giving serious thought to my own philosophy of leadership as it relates to what could be the future of Extension."

Besides expanding their leadership capabilities, NELD interns see the Extension System being challenged by Next Age Leadership.

"Through the program, opportunities are unfolding that relate to many national and global issues impacting leadership," said Marilyn Corbin, NELD intern and Assistant Director, Extension Home Economics, Kansas State University. "I sense an undercurrent of forces propelling Extension to new heights and to new working relationships. I am also finding the challenges great as I consider how Extension will be shaped in the future and what I can do to make a positive difference."



Ted Alter
Pennsylvania State University



Marilyn Corbin
Kentucky State University



Ronald Jarrett
North Carolina State University

Meeting the Challenge

Theodore Alter, NELD intern and Regional Director, Southeast Region, Cooperative Extension, Pennsylvania State University, builds on this thought. "My own perspectives and thinking are challenged. My intellectual and experiential horizons broadened," he said. "My own belief regarding the importance of 'seeing with other's eyes' and 'hearing with others ears' has been reaffirmed and strengthened."

Beth Wheeler, NELD intern and State Representative, Third District, Missouri House of Representatives, said her previous employment with Missouri's University Extension Service gave her confidence that NELD would provide a high quality educational opportunity for self-improvement. She expected her instructors to offer a regimented course of study. "What I discovered is something I had long suspected: The answers lie within each of us," she said.

The NELD interns are participating in four intensive week-long seminars where they examine such issues as leadership philosophy,

visioning, organizational analysis and change, multiple leadership strategies in community situations, and leadership strategies used by international business leaders and educators. The Selma, Alabama, and European Community experiences are two of these seminars.

Individual Projects

Interns also design and complete individualized Problem Solving Demonstration Projects on issues such as economic programming, middle management, and political awareness and astuteness.

Everette Prasise, NELD intern and District Extension Director, North Carolina State University, is investigating how personnel universitywide are evaluated through performance appraisals. "Specifically, I'm interested in the appraisal methods used by private industry."

Prasise met with individuals from Carolina Power and Light (a local power company), IBM, a pharmaceutical company, and other local businesses to determine which leaders are receiving the highest marks for their performance appraisal methods. After completing his research, he plans to present

his findings to North Carolina State University administrators.

Focus on Diversity

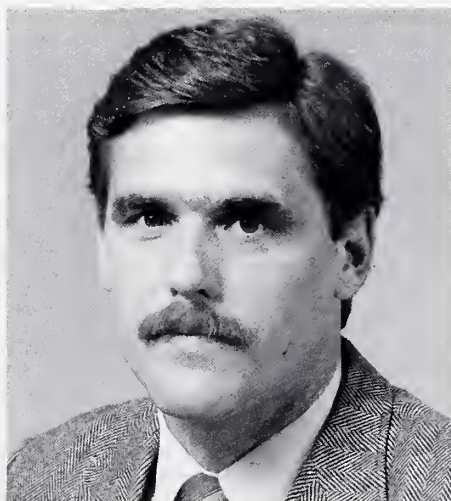
Same interns chase projects involving similar themes. For example, Christine Stephens and Ronald Jarrett focused their activities on the lack of diversity among CES agents and specialists. Stephens, Acting Assistant Director, Agriculture and Marketing and Professor, Plant Pathology, Michigan State University, says Black and Hispanic minorities, in particular, are very underrepresented in her state (Michigan), and are concentrated primarily in the 4-H youth area.

"For us to hire qualified minorities, we need to create a pool of candidates," Stephens said. "How can we hire more Black and Hispanic faculty if they're not going through the college of agriculture?"

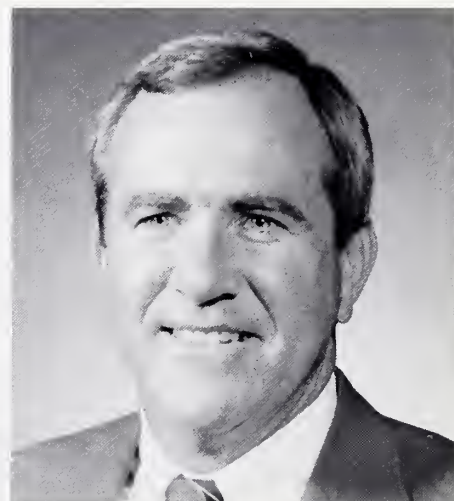
Stephens' idea concerns a joint project with Extension and the Van Buren and Berrien County (Michigan) school systems (which have high Black and Hispanic populations). Staff are working together to interest 12- to 13-year-old minority students in science and its possibilities as a future career choice.



Tam Jahnsan
Virginia Tech



Steven Laursen
University of Minnesota



Everette Prasise
North Carolina State University

Stephens envisions Extension county agents training students from migrant families as integrated pest management scouts. Part of this training could include agent-sponsored field trips to local farms during the growing season. Other possibilities include encouraging student involvement in science clubs and in after-school activities in plant pathology and entomology.

"I see this as a long-term project, similar to a military ROTC (Reserve Officer Training Corps) program," said Stephens. "Minority students would receive tuition and job placement assistance. In return, they would be required to work for CES up to 2 years after college graduation."

Stephens sees this as a possible joint project between Michigan Cooperative Extension, private foundations, and the two Michigan counties. She is preparing a proposal of her idea for Michigan CES approval.

Minority Recruitment

In a similar project, Ronald Jarrett, Extension Specialist, Crop Science, North Carolina State University, is concentrating on minority recruitment and retention of CES Specialists on university campuses. "I'm exploring

innovative or different ways of recruiting new people," he said. "I believe administrators must show genuine interest in this matter."

After gathering research material on this topic from the National Diversity Conference, Jarrett also interviewed North Carolina State University's affirmative action officer, provost, graduate school administrator, and district directors. He intends to take his suggestions and guidelines to administrators at his and other universities.

International Agenda

Two other NELD interns, Janet Usinger and Thomas Johnson, selected projects focusing on a parallel theme—international relations and the changing world. Usinger, Assistant Director, Nevada Cooperative Extension, University of Nevada-Reno, is examining how the citizenry of the United States is changing to reflect the political structure of the world.

"The university can play an effective role in changing the demographics of society, specifically in moving from a monocultural to a pluralistic society," she said. "I'm

exploring what can be done, and what the university can do to be a part of it."

In particular, Usinger is concerned about the changing economy of Nevada, and how that economy is influenced by the Mexican border states. "Nevada can't be isolated by the integration of the economy," she said.

Part of Usinger's project involves researching the changing relationships between the United States and Mexico and the United States and Latin America, citing the integration of economics despite the tensions present in these relationships. At a local level, she is exploring what Nevada-based political scientists, Chamber of Commerce members, business leaders, and educators are doing to address the changing economy in Nevada. Her eventual goal is to establish a CES computer network that Nevada-based businesses and the private and public sector may access to ask questions and receive resources on this issue.

Thomas Johnson's project on international relations relates directly to Eastern Europe and the strategy for CES to remain abreast of the situation there. "Given the global economy and our links to the rest of the world, we need to develop ways to keep on top of changes," said Johnson, Extension



J.C. Shaver
University of Missouri



Christine Stephens
Michigan State University



Janet Usinger
University of Nevada

Specialist and Associate Professor,
Department of Agricultural Economics,
Virginia Tech.

Johnson will further research this subject when he visits with Eastern European business leaders. Ultimately, he would like to establish a committee of experts on Eastern Europe, with representatives from Cooperative Extension, the private sector, and other federal agencies.

Land Grant Mission

In another unique project theme, NELD intern Steven Laursen, State Program Leader for Natural Resources, and Assistant Professor, Minnesota Extension, University of Minnesota, is exploring current knowledge models used by land-grant universities. Specifically, Laursen's idea concerns the problem of land-grant universities rediscovering their missions through uniting the functions of outreach, research, and resident instruction.

"I feel these three functions are operating separately," he said. "Land-grant university faculty and administrators need to rediscover the meaning of the university in society. They need to determine their missions, then tie

together the functions of outreach, resident instruction, and research."

Laursen is studying the historical role of the university in society, tracing back to the Greeks and other European societies. Through his research, he is exploring what type of leadership it might take to rejuvenate a coalesce mission.

Future Focus

In selecting and carrying out these innovative projects, the NELD interns are demonstrating their desire to become "Next Age Leaders" within the Cooperative Extension System. They recognize the need for this type of leadership in a successful 21st Century organization.

Dr. Patrick Boyle, Dean and Director, Cooperative Extension, University of Wisconsin, commented recently: "A stronger NELD will prepare leaders for the 21st Century's broad perspectives and the critical issues that need to be addressed. The Cooperative Extension System will be dealing with extraordinarily complex issues. By using new and different resources, by creating a broad base of public support,

CES will meet the challenges posed by these issues."

Public-Private Parallels

Although their ultimate goals may differ, leaders in the private sector appear to have much in common with leaders in the public sector. All institutions in American society—industry and government, profit and nonprofit—are faced with sweeping changes. If the institutions are to succeed in their missions, they must change along with the environments in which they operate. That will require the development of a cadre of leaders who have an accurate vision of what must be done and the "people skills" to bring about the needed change. ▲



Beth Wheeler
Missouri House of Representatives



Patrick Boyle
University of Wisconsin



Jerry Apps
NELD National Coordinator

Needed: Leaders at Every Level!

Where is the "action" in Extension leadership development? Much of it is at the national level, where the National Extension Leadership Development program (NELD) is striving to create a new generation of leaders for the organization.

But the arena extends far beyond NELD. It reaches to the regional and state levels, where many creative efforts are tapping the leadership potential of professional staff across the Cooperative Extension network.

Some of these programs are new—inspired by and patterned after NELD. Others, although changing to keep up with the times, have been around for many years.

New York

At Cornell, a primary tool for leadership development is the Food and Agriculture Issues Leadership Institute. According to Dr. Jane McGonigal, Assistant Director for Staff Development, about 25 participants from all over New York State are involved in the current Institute.

The trainees—all county agents—include both agricultural program leaders and county-level nutrition specialists. They have participated in four 1-week seminars, beginning in Syracuse in October 1990 and ending with a trip to Washington, DC, in February 1992.

McGonigal says that the trainees are an ethnically diverse group who come not only from rural counties, but also from urban areas, such as Westchester County and New York City. They represent a wide range of professional experience, in terms of both their current Extension jobs and what they did before joining Extension.

In the course of their training, participants focus on such things as the food production

and supply system; the legislative system; national and international agricultural policy issues; and food cost, safety, and availability.

They work on individual skills in such areas as making presentations, writing, listening, and operating in the political arena. The training helps them evaluate their own leadership styles and learn techniques for improvement.

New York expects its staff to do graduate work, and the Leadership Institute supports that emphasis. For each of the four seminar units, participants earn 1 hour of graduate credit transferable to their degree program.

North Carolina

The North Carolina Cooperative Extension Service offers a leadership development institute for county staff and, in alternate years, a similar institute for specialists. The Executive Development Institute has been helping county agents hone their leadership skills for 10 years; the Leadership Development Institute for specialists will be offered for the second time in 1992-93.

This year's Executive Development Institute (EDI) has 25 participants, most of whom are county Extension directors. Included in the group are five Extension agents from South Carolina. According to Dr. Ron Shearon, Interim Assistant Director for Program, Staff, and Organizational Development for North Carolina Extension, this is the second time the Institute has reached across the state line for trainees.

"The two states have somewhat different approaches to Extension work," said Dr. Shearon, "and this provides an opportunity for participants to learn from each other."

The EDI, directed for the past 2 years by Dr. Ed Boone and Dr. Richard Liles, includes five

or six 3-day sessions throughout the year, plus interim projects that participants work on individually.

In addition to leadership, EDI trainees improve skills in such areas as programming, speaking, and listening. The goal of EDI, says Shearon, is to develop effective managers and leaders for county directors.

The next specialist institute is in the planning stages. It, too, will bring 25 participants together for five or six intensive 3-day sessions to broaden their leadership orientation. It uses projects unique to each person to help them become more current, effective, and contemporary in their Extension work.

Both institutes are held off campus in a residential learning environment where there is opportunity for much personal interaction and sharing of thoughts and experiences.

Graduates of both institutes show evidence of improved effectiveness in their jobs, especially in their ability to deal with new, emerging issues and in their use of teamwork. Shearon says that as a result of the training there is more collaboration between Extension personnel at all levels.

"The institutes help our Extension professionals get the same types of training and development that industries provide for their staffs," Shearon said. "They have been an excellent investment, and we are pleased with the results."

Ohio

The Ohio Cooperative Extension Service's Leadership Task Force provides guidance for a variety of leadership building activities in that state. Chaired by Dr. Ja Jones, State Leader, Personnel Development, the 12-member task force includes Extension

personnel from various subject-matter areas at the state, district, and county levels.

The task force has established an Ohio Extension Leadership Center stocked with books, video tapes, and cassette tapes on leadership-related topics. The materials are available on loan for personal and leadership training use. To make resources more helpful, the doctoral student who heads the center is combining some of the material into modules on key leadership topics. At present, most users are Extension faculty and staff, but the Center's goal is to become a resource for the entire university community.

In addition, the task force publishes "Leadership Link," a quarterly newsletter distributed to Extension personnel throughout the state.

As another means of cultivating better leadership, the Ohio task force sponsors regular in-service training sessions that relate to leadership skills. In May 1991, a 2-day session entitled "The Leader of the Future" covered such topics as Creativity in Leadership, Women in Leadership, International Leadership, Leaders as Change Agents, and Leadership in the Public Arena.

Two such in-service workshops are scheduled in 1992. One will deal with conflict resolution and negotiation skills. The other will certify agents to administer the Myers-Briggs personality

indicator so they can use it in training sessions with local leaders.

A unique feature of Ohio's leadership development effort is an "assessment center" that measures the leadership skills of county Extension chairmen and candidates for those positions. Using six different simulated work situations monitored by trained observers, the assessment center evaluates 16 leadership-related qualities, such as assertiveness, oral and written communication skills, and decisionmaking ability.

In one simulation, for example, the subject is given an "in-basket" full of items that might have accumulated during a week's absence from the office. The observers base the evaluation on the subject's indication of how each item should be handled and how the problems should be solved.

This assessment process has been offered as a course at the Minnesota Extension Summer School for several years, allowing 60 to 70 Extension workers from other states to benefit from this type of evaluation.

The leadership assessments are also offered as one part of Ohio's EXCEL project (Excellence in Community Elected Leadership). This 4-year program, sponsored by the W.K. Kellogg Foundation, is designed to foster leadership abilities in community leaders and elected officials.

Regional Efforts

The four geographic Extension regions and the 1890 institutions are beginning to develop programs for emerging Extension leaders at the regional level. The coordinator for regional programming from each region is a member of the NELD National Advisory Committee.

Under the direction of Gail Skinner, Associate Director of the Minnesota Cooperative Extension Service, the North Central Region recently launched its Emerging



Leadership Program. Like the New York and North Carolina institutes, the North Central program is offering a series of four 3-day seminars over a 13-month period. Participants do independent study and related activities at their home institutions between seminars.

The seminars are designed to maximize interaction. They include case studies, workshops, other group exercises, and opportunities to interact with key Extension administrators and leadership experts.

The first North Central seminar, held in St. Louis in January 1992, brought together 39 people from throughout the region. Each of the 12 states in the region sent at least one participant; most sent three. The states contribute funds, under the Smith-Lever formula, to pay for an administrative assistant for the program. In addition, states fully support the costs of the trainees they send.

Each state has its own selection process for choosing participants, although the region recommended some criteria to be used in the selection. The Emerging Leadership Program is targeted to people who are just beginning middle management roles or who have shown potential for middle management.

The Emerging Leadership Program has close ties to the national NELD program. The planning committee includes four of the five interns who represent the North Central region in the NELD program. "We are tapping into their expertise and talent," said Skinner, adding that the four also led sessions at the initial seminar.

The basic concepts of the two programs are quite similar. Both emphasize next age leadership, for example, and attempt to help participants discover their own personal philosophy of leadership. As is the case with NELD, the regional planners attempt to make the Emerging Leadership Program as experiential as possible.

On the other hand, Skinner points out, "Although the North Central program is an integral part of NELD, it is not just a mini-

version of NELD. The national program involves people who have potential for executive leadership, while the emphasis at the regional level is on middle managers."

Stuart Hawbaker, an Illinois District Extension Director and participant in the first North Central seminar, named the diversity of the group as one of the best features of the session. The participants, who included both men and women, represented a wide range of ages, ethnic groups, and job responsibilities.

Hawbaker described the seminar as a mix of teaching, practical applications, and the development of personal leadership philosophies. "I firmly believe in the need to continue to develop leaders at all levels within the Extension System," Hawbaker said. "This program is a good start, and I hope it can continue beyond this initial effort."

1890 Institutions

The Agricultural Extension Program at North Carolina A&T State University is administering *Community Voices*, a leadership development program aimed at Rural

America. In the program, Extension staff show people in rural communities how to step forward and lead their neighbors toward solving community problems.

Funded by the W.K. Kellogg Foundation, the program is being pilot tested in North Carolina, Arkansas, Alabama, and Texas. To date, nearly 1,000 leaders have been trained in approximately 40 communities.

Community Voices

"An important component of the Community Voices leadership project," says Shirley M. Calloway, Project Director, "is developing leadership skills in the Extension staff so that they can train community volunteers."

The project uses a four-level development model:

- **Mentoring** — How to work with new leaders from new audiences; how to mentor them during the program; how to teach skills they'll need to do this.
- **Monitoring** — Helping leaders understand the process-driven model and what it means to their community; learning how Extension issues fold into the model.
- **Management Training** — Understanding the broader community context beyond their program area.
- **Curriculum Training** — Including: working with groups in communities, problemsolving skills, moving from a group to a community setting, moving from a community to a county setting, and developing a community. ▲



Extension Clientele: Leadership Development

Like a road map winding in various directions, leadership in an organization might follow several paths. To determine the best route to effective leadership, current and emerging leaders need to be equipped with the necessary vision, courage, and tools for success. Leadership development, is, thus, an integral part of an educational organization and system.

Study Commissioned

In 1983, the first comprehensive review of leadership development across the Cooperative Extension System—the National Impact Study of Leadership Development in Extension—was commissioned. Phase I began in 1984 and focused on definition and measurement issues. For example, investigators examined organizational documents for policy and practice; interviewed federal, state, and county officials about their views; and reviewed the research literature.

Phase II, initiated in 1986, consisted of a survey of all state directors and administrators and a national cross-section of nearly 3,100 Extension educators and their supervisors. "We considered the survey extremely significant because we gathered input from all 50 states, the District of Columbia, Puerto Rico, and the Territories," said John Michael, Study Team Leader and ES-USDA National Program Leader.

(This article was excerpted from the report, Developing Leadership Among Extension Clientele co-authored by John A. Michael, National Program Leader, Evaluation, ES-USDA; M. Chris Paxson, Assistant Professor, Hotel and Restaurant Administration, Washington State University; and Robert E. Howell, Sociologist, Department of Rural Sociology, ES-USDA, Washington State University.)

"While our review of published and unpublished materials on this subject revealed no standard, widely accepted definition," he said, "a substantial body of research defined leadership in terms of 'the ability to influence.'"

The Study Team ultimately defined leadership development as "the fostering of competencies that enable one to influence people's thoughts, feelings, and behavior."

Competencies

The reviewers determined competencies from Extension documents (e.g. plans of work, curricula, and educational materials), interviews with Extension experts engaged in such work, and from a survey of Extension professionals. Study findings, published in the final report in 1989, revealed 106 competencies grouped into 19 categories, including solving problems, directing projects or activities, arbitrating, and developing resources.

Development of Competencies

Study results indicate that the typical Extension worker tried to develop leadership competencies in all categories. Approximately 60 percent developed leadership skills while teaching such nonleadership subjects as agronomy or nutrition. Another 9 percent did not try to develop any competency in any of the categories.

According to the study, the average Extension professional in 1985 spent 7 hours per week (15 percent of work time) trying to develop leadership skills among her or his audience. These figures represent an annual CES investment of over 2,600 staff

Key Findings

- Extension invested over 2,600 staff years during 1985 developing the leadership competencies of an estimated 13.7 million clientele.
- The competencies most frequently taught were solving problems, directing projects and activities, forming and working with groups, planning for group action, managing meetings, and communicating effectively.
- Over 100,000 organizations and 330,000 volunteers collaborated with staff in leadership development work.
- 84 percent of Extension personnel believed that developing the leadership skills of clientele is one of their responsibilities and 91 percent attempted to develop leadership skills.
- Three-fifths of Extension staff tried to develop leadership skills while teaching nonleadership subjects such as agronomy or nutrition.
- Supervisors supported leadership development work in various ways, albeit infrequently.
- Extension staff defined leadership development in diverse ways, thereby impeding collaboration and coordination.

years in developing the leadership competencies of an estimated 13.7 million clientele.

Approximately 57 percent of these educators spent about the same amount of time developing leadership during the previous 3 years. The organizational position and program area of personnel determined the number of hours spent per week developing leadership.

"Data are not available on leadership development efforts of other organizations," Michael said, "but such a volume of effort probably puts Extension in the vanguard of this kind of work."

Instructional Methods

Study results also indicate that approximately two-thirds of Extension personnel used four instructional methods for increasing skills and competencies among their audience: advising, providing practical experience, group instruction, and role modeling.

Demographics — According to estimates, females made up 61 percent of leadership development subjects. Other findings showed that individual racial and ethnic groups were "reached about as often" as they participated in all Extension programs. Also, that Extension advisors focused leadership development activities on people in the 35-to 64-year-age group. Extension educators also reached lower-middle-income groups with earnings from \$10,000 to \$34,999. Results also revealed that the skills of established leaders were developed more often than those of emerging leaders or other adults and youth.

Affiliations — More personnel (73 percent) tried to develop the leadership skills of persons affiliated with community and civic service organizations than any other organizational type.

Selective Outreach — The study revealed that in this area there is considerable selectivity in the educational process. For example, 11 percent of Extension professionals contacted 79 percent of the Black clientele for leadership development purposes. Most Extension advisors (53 percent) had no Black clientele. The same

when they were certain their personnel needed more training in this area. They were also more inclined to support it when they felt able to judge its quality, took courses of instruction in it, were employed by Extension less than 16 years, and were female.

Research — A review of research data in leadership development disclosed that literature on this subject was limited with the research base scattered across many disciplines. In addition, agricultural experiment stations were found to rarely sponsor research in leadership development. Of the Extension professionals who did receive supportive research-based information, 60 percent did not find it very useful.

"This means that research-based information is the least useful of all the 'supports' studied," Michael said. "This implies a need to pay more attention to when and how Extension makes use of research for these purposes."

The investigation also noted few mutually supportive ties between Extension personnel at land-grant institutions and research or resident instruction personnel. Michael said this suggests "isolation from the academic knowledge base."



selectivity factor applied, with varying degrees, to other racial and ethnic groups, females, young and old people, and those with both low- and high-incomes.

Support — The most common sources of support in this field within Extension were help and encouragement from agents, state program leaders, specialists, and counseling and encouragement from supervisors. The study indicates that over 100,000 organizations and 330,000 volunteers collaborated with Extension staff in their leadership development work.

Supervisors — Supervisors were more apt to support the development of leadership skills

Recommendations

According to reviewers of the study results, Extension needs a formal policy statement on the nature and scope of leadership development. In addition, Extension needs to establish procedures that will aid and encourage leadership, and to strengthen the research and knowledge base.

"Such strategies are essential," Michael said, "to fostering working relations between Extension personnel and others engaged in leadership instruction and research." ▲

(Continued from page 2.)

Change makes people fearful because it surfaces that old certainty/uncertainty tension. To become better risktakers, be courageous and face fears directly.

- **Keep integrity intact.** Honesty is the best policy. Leaders need a personal code of ethics. But beyond the personal, a leader must assure that an organization gives explicit attention to ethics. Extension leaders deal daily with a number of difficult issues in this area—issues that involve conflict of interest, both real and perceived.

- **Realize it takes years to build trust that can be lost in a minute.** Gaining and maintaining trust is closely related to integrity—one of the characteristics most elusive to leaders.

Be consistent and fair. Trust and respect go together...you must trust others to be trusted yourself. When others trust you as leader, they are giving you a certain amount of control over their future. No successful family, friendship, community, business deal, or organization, occurs without trust.

- **Keep your sense of humor and avoid cynicism at all costs.** Retain the ability to laugh at yourself. A genuine sense of humor not only adds balance to life, it also reinvigorates and restores energy. Humor can act as a kind of organizational "lubricat-

ing oil." It can prevent friction while it wins good will.

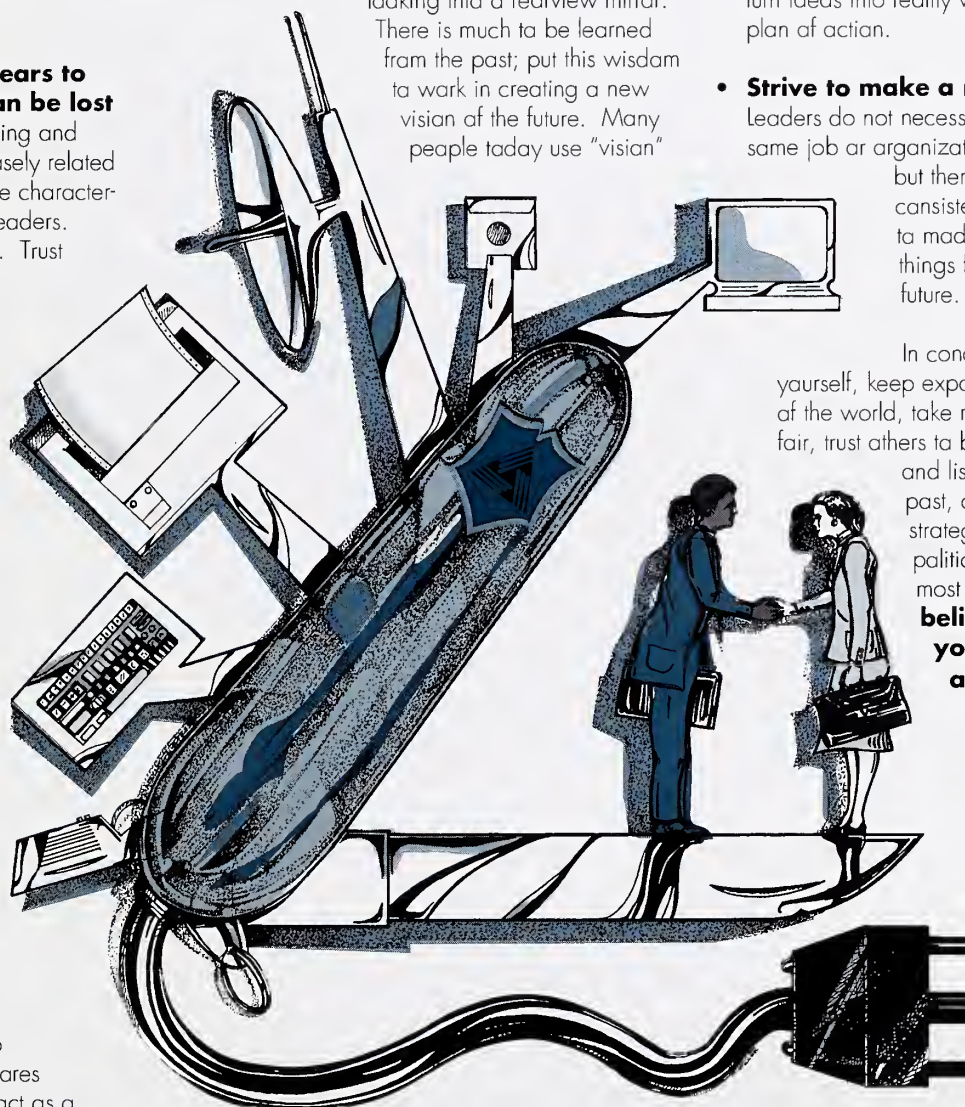
- **Listen genuinely to others.** Learn from others—from the way they frame their position and from the emotion they use to express it. No Extension leader can survive far long without strong listening skills. These skills include the patience to really hear others out.
- **Be a student of history and a creator of the future.** Extension will not drive very far into the future while looking into a rearview mirror. There is much to be learned from the past; put this wisdom to work in creating a new vision of the future. Many people today use "vision"

as a buzzword. Visions are shaped by individual leaders with the collaboration of groups or organizations. Although our culture has accentuated the strong, individual leader, the shift is increasingly away from this view. Visions only get implemented when leaders and followers share the same view of **what must be** at the end of the effort.

- **Develop both strategic and political savvy.** Many smart people have good ideas that never amount to much. Very few in the bureaucracy can turn ideas into reality without an honest plan of action.

- **Strive to make a real difference.** Leaders do not necessarily remain in the same job or organization over a lifetime, but there is usually a consistent drive to change, to modify, to reorder things for an improved future.

In conclusion: be yourself, keep expanding your picture of the world, take risks, be honest and fair, trust others to be trusted, laugh and listen, respect the past, create the future, be strategically and politically savvy, and most important, **deeply believe that what you do will make a difference.** ▲





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